

NC Department of Health and Human Services

# NC Pre-K Program

## COVID-19 Guidance Review

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# AGENDA

- **Welcome**
- **Meeting Layout/Instructions**
- **Purpose**
- **Timeline of Events**
- **Guidance Review**
  - Attendance & Billing
  - Teacher Compensation
  - Remote Learning
- **Q&A**
- **Wrap-up/Next steps**

# Meeting Layout/Instructions

- Only presenters are able to speak
- All participants have been muted
- Please submit questions to the Q&A box
- All questions will be reviewed as they are entered and will be addressed at the end
- This meeting is being recorded
- A copy of the questions and answers will be distributed and posted on our website
- Staff are available for IT issues

# **Purpose**

**To review and clarify  
NC Pre-K Program guidance  
documents related to the  
COVID-19 crisis.**

# Timeline of Events for March

<b>March 14, 2020</b> Public Schools ordered to close by Gov. Cooper	<b>March 16, 2020</b> Email confirming full payment for March	<b>March 23, 2020</b> Initial statement re: Teacher Compensation Expectations
<b>March 25, 2020</b> Database guidance for March Billing	<b>March 26, 2020</b> COVID-19 Emergency Child Care Operations & Financing Guidance	<b>March 30<sup>th</sup> &amp; 31<sup>st</sup>, 2020</b> Provider Calls

# Timeline of Events for April

<b>April 3, 2020</b> COVID-19 Child Care Payment Policies Released	<b>April 8, 2020</b> Guidance released – Attendance Billing & Teacher Compensation	<b>April 17, 2020</b> Remote Learning Survey
<b>April 22, 2020</b> Guidance released – Remote Learning Expectations	<b>April 24, 2020</b> Fillable Weekly Plan Form	

# Guidance Review: Attendance & Billing

On April 8<sup>th</sup>, DCDEE released the NC Pre-K Program - COVID-19 Crisis Guidance for ***Attendance, Billing & Teacher Compensation***

## SOURCE:

# Attendance & Billing

- March Enrollment vs. February Attendance
- Attendance Reporting Instructions: March
- Attendance Reporting Instructions: April-remainder of program year
- Adjustments to payment



## Attendance & Billing

- On March 26<sup>th</sup>, DCDEE released initial guidance stating NC Pre-K payments *“will be based on February attendance”*
- On April 3<sup>rd</sup>, DCDEE released the COVID-19 Child Care Payment Policies which clarified that NC Pre-K payments will be based on March enrollment and **NOT** February attendance.

# **Attendance & Billing**

## **March Enrollment vs. February Attendance**

- To ensure that NC Pre-K programs were held harmless for the effect the COVID-19 Emergency has had on service delivery, the NC Pre-K state office determined that it would be most appropriate to reimburse programs based on March enrollment rather than February attendance.

## Attendance & Billing

On March 25<sup>th</sup>, DCDEE provided guidance to NC Pre-K contracting agencies regarding how to submit March attendance and FSRs.

# Attendance & Billing

## March

- For the month of **March**, contracting agencies were instructed to report accurate child attendance data in the NC Pre-K Kids database and apply attendance exceptions, as needed, to ensure that all enrolled children received full reimbursement.

# Attendance & Billing

## March

- DCDEE temporarily suspended the requirement for collecting site administrator signatures on attendance reports for the remainder of the 2019-20 school year due to COVID-19. Flexibility was also offered for programs who were unable to provide attendance information to ensure their reimbursement.

# **Attendance & Billing**

## **March**

- Contracting agencies were instructed to submit FSRs, Summary of Attendance Forms, and Budget Revisions following the usual process.

# **Attendance & Billing**

## **April-remainder of the program year**

- **For April through the remainder of the program year**, payment will be made using the March enrollment and the Summary of Attendance sheets submitted with the March FSR.

# Attendance & Billing

## April-remainder of the program year

- Contractors have been instructed to submit attendance information to the NC Pre-K KIDS database for these months **ONLY** for classrooms that are open and physically serving children in the NC Pre-K classroom.



# **Attendance & Billing**

## **April-remainder of the program year**

- Contractors have been instructed to submit the relevant monthly FSR documents as normal and include the scanned copy of the March Summary of Attendance that was submitted with their March FSR.

# Attendance & Billing

## Adjustments to Payment

- Changes to reimbursements related to rate increases due to teachers receiving their licenses **WILL** be honored. This includes any retroactive payments that may be requested for previous months of service.

# **Attendance & Billing**

## **Adjustments to Payment**

- Contracting agencies have received instructions on how to request an adjustment to reimbursement related to teacher licensure.
- Retroactive payments for previous months of service should be requested and submitted following the usual process.

# Guidance Review: Teacher Compensation

On April 8<sup>th</sup>, DCDEE released the NC Pre-K Program - COVID-19 Crisis Guidance for ***Attendance, Billing & Teacher Compensation***

SOURCE:

# Teacher Compensation

## Teacher Pay & Work Expectations

- On 3/23 DCDEE emailed an initial statement to NC Pre-K Contracting Agencies regarding Teacher Compensation Expectations.
- On 4/3 DCDEE released the COVID-19 Child Care Payment Policies which stated that NC Pre-K Lead Teachers and Assistants should receive their customary compensation for a full week of work

# Teacher Compensation

## Teacher Pay & Work Expectations

- DCDEE expects that all NC Pre-K programs, whether they are open or closed, will provide remote/distance learning to NC Pre-K children who are not attending or unable to attend.
- NC Pre-K programs and/or NC Pre-K Teachers and Assistants not providing remote learning services, are *not eligible for reimbursement.*

# **Teacher Compensation**

## **Teacher Pay & Work Expectations**

- Teachers may serve as additional support to non-NC Pre-K classrooms if the regularly assigned teacher is unable to fulfill their duties. Other non-NC Pre-K staff should be utilized to provide coverage before NC Pre-K staff are pulled from their NC Pre-K related duties.

# Teacher Compensation

## Bonus Payments

- The COVID-19 Child Care Payment Policies states that bonus payments for April and May will be provided to the following individuals:
  - Teaching staff (*lead, assistant, and other resource teachers working directly with children in the classroom*).
  - Non-teaching staff (*administrators, directors, cooks, and janitorial staff*).



# Teacher Compensation

## Bonus Payments

- NC Pre-K teachers and assistants who are working onsite as described **are eligible** for this bonus.
- NC Pre-K teachers and assistants who are only providing remote learning **are not eligible** for this bonus.

# Guidance Review: Remote Learning

On 4/22 DCDEE released the NC Pre-K Program Guidance - COVID-19 Crisis: **Providing Remote NC Pre-K Learning Opportunities for Children**

SOURCE:

# Remote Learning

## NC Pre-K Remote Learning Survey

- On April 17th, the NC Division of Child Development and Early Education (DCDEE) sent out a survey to NC Pre-K Contracting Agencies and NC Pre-K Providers to learn about your remote learning strategies, technology capabilities, and challenges.
- This data is currently being analyzed and will be used to inform the development of additional guidance, tools and resources to support remote learning for children and engagement with families.

# Remote Learning

## NC Pre-K Remote Learning Survey - Key Takeaways

- Teachers are providing services to children through a variety of means including phone calls, emails, and dropping off materials to families but there are still a significant number of children who are not being reached (*technology barriers, nonresponsive families, etc.*)
- Teacher have requested more support/guidance on how to provide remote learning to young children
- 25% of sites indicated a need for training on how to use online learning tools
- Over 90% of NC Pre-K sites reported that their facility's NC Pre-K site administrator, teachers, and teaching assistants had reliable internet access
- 68% of NC Pre-K sites reported that the majority of their NC Pre-K families had reliable internet access.

# Remote Learning

## Expectations for Learning and Engagement for all NC Pre-K Programs

- In order to ensure North Carolina's most at-risk children are ready, all NC Pre-K programs, **whether they are open or closed**, are expected to provide remote or in-person (if applicable and serving essential workers) learning services to NC Pre-K children who are not attending or unable to attend.

# Remote Learning

## Expectations for NC Pre-K Lead Teachers and Teacher Assistants

- Engage in real-time communication with each child and their parent/primary caregiver at least two times per week.
- Provide updates and new resources to each parent/primary caregiver at least once weekly.
- Complete the weekly work plan that includes information on communication with children, families and professional development and submit to site administrator at the end of each work week.

# Remote Learning

## Expectations for the Weekly Work Plan

- All NC Pre-K Teachers (*public school and non-public school*) must complete the Weekly Work Plan every Friday.
- ***NC Pre-K sites must provide completed weekly work plans in order to be eligible to receive reimbursement.***

# Remote Learning

## Expectations for NC Pre-K Site Administrators

- Establish procedures for ensuring that teachers can communicate with children and families in real-time and through email or other communication channels.
- Ensure teachers complete and submit weekly work plans.
- Submit weekly work plans to the NC Pre-K Contracting Agency at the end of each week.



# Remote Learning

## Expectations for NC Pre-K Contracting Agencies

- Establish a procedure for ensuring that guidance from DCDEE is shared with NC Pre-K Site Administrators and NC Pre-K Teachers and Teacher Assistants.
- Ensure NC Pre-K Site Administrators submit weekly work plans
  - **NC Pre-K sites must provide completed weekly work plans in order to be eligible to receive reimbursement.**

# Remote Learning

## Expectations for NC Pre-K Contracting Agencies

- Establish a procedure for documenting/tracking the number of NC Pre-K children who have received remote learning services and the number of families that have been non-responsive to contact.

# Remote Learning: Moodle

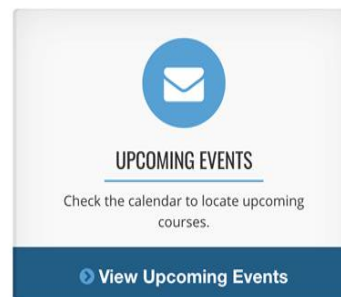
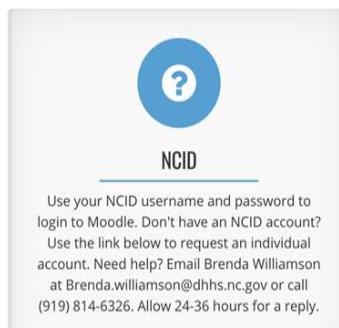
Moodle Site available [DCDEE Moodle](#)

Be sure to log in



DCDEE

The course is Under My Courses



Everyone with an NCID can log in and access the site.

Teachers with an NCID can self-register to access the course.

# Remote Learning: Moodle

Users can click on any of the Blue colored links to find information.



## NC PreK Remote Learning

Home [My courses](#) PreK Remote Learning

### NAVIGATION

- Home
- Dashboard
  - Site pages
  - Profile
  - My courses
    - PreK Remote Learning
      - Participants
      - Badges
      - Competencies
      - Grades
        - General
        - Remote Teaching and Learning: Introduction
        - Remote Teaching and Learning Tips and Ideas
        - Remote Teaching and Learning With Technology: What...
        - Remote Teaching and

[Announcements](#)

[Tips for teaching remotely](#)

### Remote Teaching and Learning: Introduction

[Introduction to this Site](#)

### Remote Teaching and Learning Tips and Ideas

[Remote Learning Using Technology](#)

[Discussion of Remote Learning Using Technology](#)

[Remote Learning Without Technology](#)

[Discussion of Remote Learning Without Technology](#)

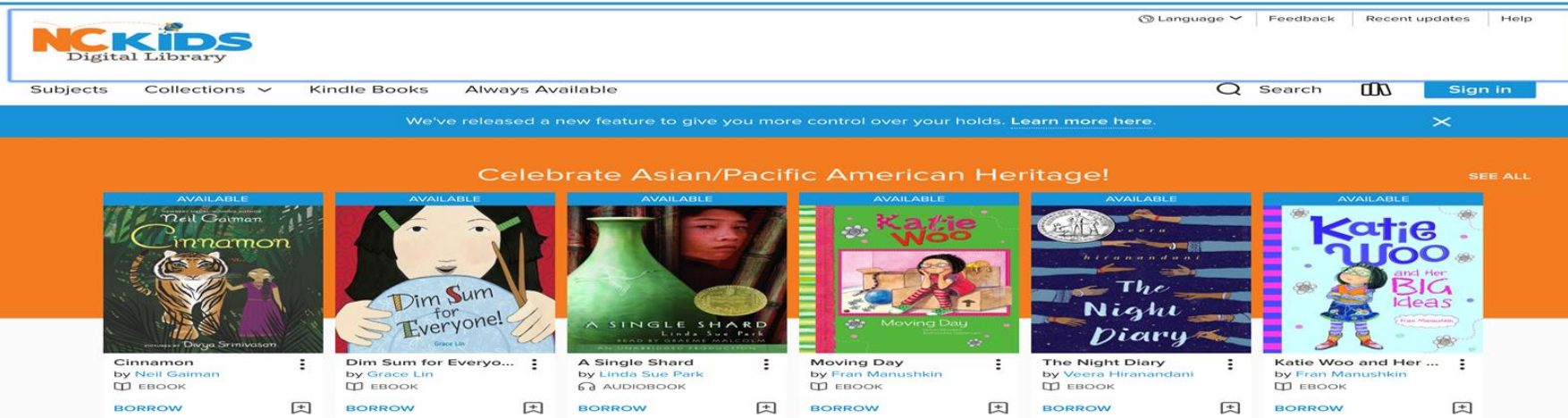
# Remote Learning: Moodle

- There are currently 13 Modules on the site.
- Each Module has an audio/video presentation, written resources and further information
- New Modules will be added as teachers indicate the need for support.
- Under Technology Resources there are guides to help teachers use You Tube, Zoom, and Google Hangouts.

- Remote Teaching and Learning: Introduction
- Remote Teaching and Learning Tips and Ideas
- Remote Teaching and Learning With Technology: What Should I Teach?
- Remote Teaching and Learning Without Technology: What Should I Teach?

# Remote Learning: Moodle

- One resource is NC Kids Digital library with diverse books for children.
- Other resources include a guide for teaching remotely when families do not have technology.



# Remote Learning: Moodle

- This is an example of one of the one-page documents to help guide teachers to support families without technology.

## Resources for PreK Teachers Teaching Remotely Without Technology

A PreK Teacher or Teacher Assistant is excited to be assigned to his or her first classroom. Setting up the environment to support learning is one of the key aspects of being an Early Childhood Teacher. However, there are times when you have to shift what you are doing and connect with families and children using a remote format.

Some families and children do not have access to the most common remote format including technology. You can still connect with families via phone as most families do have a phone. Otherwise, your connections may be by regular mail or by having families pick up packets of learning materials and activities from your classroom, dropped off on their porch, or available at a central location like a public library or collaborative community business. Here are some tips when you are connecting remotely with children and families without technology.

### PREPARE THE PACKETS

Think about what is realistic for families to do while working at home with their children. Use the PreK Concepts Document to create materials. **Write** out your lesson plan. **Think** about how to communicate what you want families to do with their children in a way that will be easy to understand. **Create** anything you will included in a packet you will make available. **Gather** any materials your families may need. Can you work in your classroom? Do you have



# Remote Learning: Moodle

- Template to help teachers think about sending developmentally appropriate materials home.

The template is titled "Remote Learning at Home" and is framed by a border of yellow stars. It includes the following elements:

- Title:** Remote Learning at Home
- Fields:** "Week of" followed by a line and "For" followed by a line.
- Shapes and Text:**
  - A blue oval with the text "This week we can read".
  - An orange rectangle with the text "This week we can learn: (literacy)".
  - A yellow pentagon with the text "This week I can learn: (math/science)".
  - A green heart with two sections: "This week" and "I can learn".



# Remote Learning: Moodle

- Questions and Answers will be distributed
- Additional Guidance for Remote Learning
- Contractor Survey for reporting Remote Learning Data (Weekly Work Plans)